



Book Series

Curriculum and Pedagogy

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The Curriculum and Pedagogy Group

The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group, an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society. Accordingly, the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction, educational empowerment, individual and collectivized agency, and social justice.

The purpose of the series is to create and nurture democratic spaces in education, an aspect of educational thought that is frequently lacking in the extant literature, often jettisoned via efforts to de-politicize the study of education. Rather than ignore these conversations, this series offers the capacity for educational renewal and social change through scholarly research, arts-based projects, social action, academic enrichment, and community engagement. Authors will evidence their commitment to the principles of democracy, transparency, agency, multicultural inclusion, ethnic diversity, gender and sexuality equity, economic justice, and international cooperation. Furthermore, these authors will contribute to the development of deeper critical insights into the historical, political, aesthetic, cultural, and institutional subtexts and contexts of curriculum that impact educational practices. Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices, this book series brings together prose, poetry, and visual artistry from teachers, professors, graduate students, early childhood leaders, school administrators, curriculum workers and planners, museum and agency directors, curators, artists, and various under-represented groups in projects that interrogate curriculum and pedagogical theories.

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- The Kaleidoscope of Lived Curricula
- Making A Spectacle
- Ideating Pedagogy in Troubled Times
- Critical Intersections In Contemporary Curriculum & Pedagogy
- Collective Unravelings of the Hegemonic Web
- Liminal Spaces and Call for Praxis(ing)
- Excursions and Recursions
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The Kaleidoscope of Lived Curricula

Learning Through a Confluence of Crises 13th Annual Curriculum & Pedagogy Group 2021 Edited Collection

Karin Ann Lewis, University of Texas Rio Grande Valley; Kimberly Banda, University of Texas Rio Grande Valley; Martha Briseno, Lamar Consolidated Independent School District; Eric J. Weber, Division of Outreach Services — South Carolina School for the Deaf and the Blind

2021. Paperback 978-1-64802-739-0 \$65.99. Hardcover 978-1-64802-740-6 \$95.99. eBook 978-1-64802-741-3 \$74.

Within the context of recent, and ongoing, plural pandemics such as COVID-19 up/ending lives, social and racial chaos and catastrophe, political pressures, and economic convulsions, *The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises* offers a journey through a collection of scholarly reflective creative pieces--stories of lived curricula. Like a kaleidoscope filled with loose pieces of simple colored glass and objects transforming into an infinite variety of beautiful forms and patterns with the slightest turn, the collection of pieces in this book reflect images of the sky that nurtures life; sun that illuminates understanding; earth that shifts and grounds us; fire that is primal, intending to spark and extend curricular and pedagogical conversations and understandings.

This book provides a lens through which to observe and experience how plural pandemics shifted the lived curricula--the colored glass and objects in the lives of others--to surface, contextualize, confront, and curate challenges, as well as celebrate the courageous and elevate and empower marginalized groups to relate, learn, and heal through stories of lived curricula.

This beautiful collection brings readers to an awareness, understanding, and appreciation of the lived curricula unlike they have ever experienced before.

CONTENTS: Introduction. **PART I: SKY.** White Noise, *Ferial G. Pearson*. Remembering Intergenerational Knowledge Through Practices of Eco-Literacy: A Curriculum Of Poetic Inquiry To Inspire Mental Health, *Andrejs Kulnieks*. Lived Experiences of a Wife, Mother, Grandmother, and Educator During a Global Pandemic, *Armandina Thomas*. A Teacher's Thoughts at 3 AM, *Sarrah J. Grubb*. Being a Mother in/and the Pandemic: The Democratic Challenge of Zoom Teaching, *Kelsey Benson*. Coping During Multiple Crises: Performative Spaces in Teacher Education, *J. Scott Baker*. Resisting Conformity Through Art, *Kathy Bussert-Webb*. Someone Smells Like Poop: Stories of Mothering While Being an Academic, *Eunice Lerma, Miryam Espinosa-Dulanto, Karin Lewis, and Vejoya Viren*. The Triumph of Love, *Folake Elizabeth Adelakun*. **PART II: SUN.** Thinking Spatially: A Shift in Modality Due to COVID-19 and the Students Who Remain Disconnected, *Jason E. Titus*. Found Poems and Imagery of Physical and Social Dis/Connections in Inclusive Education During a Pandemic, *Melissa Cain and Louise Gwenneth Phillips*. Scholar Participant Phantasmagoria: A Creative Reflection on Research Under Crisis, *S. Gavin Weiser and Lindsay DeMartino*. Through the Looking Glass: A Professor's Pandemic Journey Down the Rabbit Hole of Reddit, *Mychelle Hadley Smith*. Conversations, Performance-Based Learning, and Meaning Making: Understanding the Pandemic Through Philosophical Performance, *Sheetal Digari, Sijin Yan, and Patrick Slattery*. Transcending and Transforming: Teaching and Learning in the Time of COVID 19, *Kate E. O'Hara*. Relational Teaching During a Pandemic: A Conversation Across Theories in Practice, *Alicia Bitler, Ebtissam Oraby, and Kimberly Sloan*. In Defense of a Place Called School: Aesthetics-as-Praxis in Times of Crisis, *Morna McDermott McNulty*. Workforce Economic Development Education Structures: When Administrative Crisis Leadership Makes a Difference in the Whole Organization, *Melissa Sadler-Nitu and Juan F. Solis III*. **PART III: EARTH.** La Cuarentena: A Personal Reflection on How COVID-19 Changed My Path, *Cynthia Villarreal Cantu*. Examined Lives: 10 Reflections on Our Pandemic Pedagogies, *Margaret Clark and Rebecca Buchanan*. ¿Co mo llegue aquí? Latina, educada, educadora, bilingu e, *Gloria Garcia*. Living in Alignment: A Reflection on Vocational Calling, *Dana M. Malone*. Emotion (less): A Reflection on the Intersection of Lived Experiences, Screens and Laughter, *Tara Lawson-Harris*. Curriculum as a Vehicle for Societal Change. Reflecting on a Career Teaching in the Canadian Arctic, *Tanya L. Saxby*. COVID-19, Murder, and Multicultural Connections: My Dream Job, *Michelle L. Knaier*. What is the First Thing You Will Do? *S. Pettus-Wakefield*. **PART IV: FIRE.** Together in This Untogetherness, *Samuel Jaye Tanner*. The Courageous Imagination: Debating Politics and Religion, *Eva Rose B. Washburn-Repollo*. "Yo no me se vender, yo no me quiero vender": Latina Women Navigating Personal and Professional Lives, *Miryam Espinosa-Dulanto, Freyca Calderon-Berumen, and Karla O'Donald*. Learning to Live an Anti-Racist Curriculum: A Non-Indigenous 'Asian' Australian Teacher's Asiancrit Autoethnographic Account, *Aaron Teo*. The Kaleidoscope of Blackness: A Lived Experience of An African American Art Educator, *Indira Bailey*. Materializing Power of Critical Black Pedagogy: Educating within the Panopticon, *Janelle Grant*. Diversity, Equity, and Inclusivity in a Time of Crises: A Reflection on Educators' Perspectives of Critical Theory and Social Justice Issues, *Araba A. Z. Osei-Tutu, Razak Dwomoh, Alankrita Chhikara, Lili Zhou, Stephanie Oudghiri, and Troy Bell*. Dear Other Child: Three Letters from Lockdown, *Julia Persky*. About the Contributors.



Making A Spectacle Examining Curriculum/Pedagogy as Recovery From Political Trauma

Megan Ruby, Oklahoma State University; Michelle Angelo-Rocha, University of South Florida; Mark Hickey, Oklahoma State University; Vonzell Agosto, University of South Florida

2020. Paperback 978-1-64802-291-3 \$45.99. Hardcover 978-1-64802-292-0 \$85.99. eBook 978-1-64802-293-7 \$74.

This book edition offers a collection of scholarship and reflections that goes beyond theoretical conversations. This volume helps reignite a dialogue not only by scholars but also by educators, activists, and students who believe in inclusive and equal access to education for all individuals regardless of race, ethnicity, immigration status, gender, sexuality, religion, and other identities. In this volume, the authors examine curriculum and pedagogy as a tool for recovery from political trauma and healing. They used this as an opportunity to confront some of the politically shameful situations affecting educational environments, homes, neighborhoods, enclaves, and regions marked by socioeconomic inequality.

The authors of *Making a Spectacle* present wide-open questions: How are educators and school leaders learning to interact with one another, students, their families, and community while facing increased mass school shootings, police violence, racial profiling, unequal access to education and basic needs during a pandemic (COVID-19), and other forms of sociopolitical stress influenced by discrimination, institutional racism, and White nationalism? What curricular and pedagogical geographies are educators and students afforded through which to process their emotional responses to ecological or political activities witnessed in schools and their surrounding areas? These chapters and reflections/perspectives represent a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture, and curriculum and social justice, schools, and society.

CONTENTS: Introduction. **SECTION I: RECOVERY FROM POLITICAL TRAUMA THROUGH RESISTANCE.**

Performing Nepantla: Spanglish as Visual Art Practice in the Rio Grande Valley Borderlands, *Joellyn Sanchez, Ivan Cantu, Monica Varela, Maricela Casas, Maritzabel Salinas and Christen Sperry García*. Reflecting Back, *Kelly P. Staniunas*. Living Art Out Loud: Performances at the Texas Tech University Public Art Collection, *G. Dean McBride*. Pluribus vs. Unum as Values in Citizenship Education, *Eleni Mousena*. **SECTION II: ISSUES SURROUNDING AMERICAN GUN VIOLENCE AND ITS NORMALIZATION IN SCHOOLS.** Only a Drill, *Emily Marie Passos Duffy*. Caught in the Political Machine: Educators and Active-Shooter Drills, *Jessica O'Brien and Vonzell Agosto*. So used to trauma, so calm, *Samuel J. Tanner*. Grant, Martin, Garner, Rice, and Teaching On, *Brian Gibbs*. **SECTION III: HEALING POLITICAL TRAUMA THROUGH ART EXPRESSION.** Restorative (Re) Creation(s): Releasing Thoughts and Perspectives Through Counter-Cartography, *Bretton A. Varga and Kiara Flores*. When the Airborne Toxic Event Broke New Orleans' Levees, *David R. Fisher*. The Critical, Posthumanities as a Lens for Curriculum Theorizing: Trauma-Informed Curriculum in a More-Than-Human, More-Than-Critical World, *Mary Newbery*. **SECTION IV: LIVED EXPERIENCES WITH POLITICAL TRAUMA SURVIVORS.** Reflection: Recently Arrived—Still Under-Served: Language Learning and Teaching in the Shadows, *Michelle Angelo-Rocha, Lisa Armstrong, Ann Marie Mobley, and Dionne Davis*. Intentional Caregiving Through Love and Carin o: Mixed Status Families Responding to Issues of ICE and Im/migration, *Larisa Callaway-Cole*. Reflection: A Testimonio of Political Trauma: Coyote Meets His Match, *Paul Perez-Jimenez*. Patrick Stays Silent: East African Refugee Transition in American Education, *Michaela Inks*. Reflection: Forced "Normalcy" as Political Trauma for Students With Disabilities, *Caitlin Sweetapple*. Reflection: Parent Cafe Reflections, *Matthew Bradley and Maura Sellars*. **SECTION V: POLITICAL AFTERMATH AND CREATING SPACE FOR RECOVERY/HEALING.** Neutrality as Lightning Rod: Contextualizing Teachers' Experiences in the 2016 Election Aftermath, *Erin Dyke, Jinan El Sabbagh, Sarah Gordon, and Jennifer Job*. Make America Great for Once (MAGFO), *Chantae D. Still*. Renegade Teachers: Deconstructing Heteronormative Narratives in the Classroom, *Mark Hickey, Jinan El Sabbagh, and Megan Ruby*. Reflection: Sisyphus With a Smile: On Finding Momentum Through Political Trauma in Education, *Nadia Khan-Roopnarine*. "We Are Still Here": (Not) Teaching Disruption, Interruption, Resistance, and the Creation of Change, *Brian Gibbs and Kristin Papoi*. Society's Gate Keepers, *Jose Cordon*. **SECTION VI: MORE THAN A LABEL: EMPOWERMENT IN CREATING SPACE IN HIGHER EDUCATION.** Black Academic Resistance: A Visual Arts Approach to Empirical Research, *Asha Omar*. A Mirror, *Sarra Grubb*. Reflection: Inertia and Pa'delante, *Freyca Calderon-Berumen and Miryam Espinosa-Dulanto*. About the Contributors.



Ideating Pedagogy in Troubled Times

Approaches to Identity, Theory, Teaching and Research

Shalin Lena Raye, Purdue University; Stephanie Masta, Purdue University; Sarah Taylor Cook, Johns Hopkins Bayview Medical Center; Jake Burdick, Purdue University

2019. Paperback 978-1-64113-864-2 \$45.99. Hardcover 978-1-64113-865-9 \$85.99. eBook 978-1-64113-866-6 \$74.

We began the call for this book by asking authors to ideate on activism -to take up and seek to extend- the interbraided values from the Curriculum and Pedagogy group's espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of creatively, reflectively, and productively responding to the increasingly dire social moment. This moment is framed by a landscape denigrated beyond even Pinar's (2004) original declaration of the present-as-nightmare. The current, catastrophic political climate provides challenges and (albeit scant) opportunities for curriculum scholars and workers as we reflect on past and future directions of our field, and grapple with our locations and roles as educators, researchers, practitioners, and beings in the world. These troubled times force us to think critically about our scholarship and pedagogy, our influence on educational practices in multiple registers, and the surrounding communities we claim to serve. This is where the call began: from a desire to think through modern conceptions regarding what counts as activism in the fields of education, curriculum, and pedagogy, and to consider how activist voices and enactments might emerge differently through curriculum and pedagogy writ large.

A guiding source of inspiration for this book, weaving among the emerging themes between the collected manuscripts, reflections, and poems, was a passage in Sara Ahmed's (2013) book, *The Cultural Politics of Emotion*. In this passage, Ahmed works through the complicated relationship between the testimonies of pain that injustice causes, the recognition of this pain, and the potential of these wounds to move us into a different relationship with healing (p. 200). The chapters, reflections, and poems within this volume, thus, effect a collective ideation on how specific cultural politics and deleterious ideological formations - racism, colonialism, homophobia, ableism, to name only a few - persist and mobilize. The authors seek to expose and name some of these injustices, asking readers not only see and hear these experiences, but to inhabit our complicities in their promulgation.

It is important to acknowledge that these named social troubles do not exist in isolation, and will enmesh, weave, wind, and entangle with one another. The section headings parallel Ahmed's (2013) own ideations: testimony, recognition, and wounds, not as a formula to follow as an activist call, or as a model for a means to a more just end, but as a way to engage in these issues as a trope of activist confrontation of readers who are, as many of our authors suggest, complicit in maintaining many of these social troubles. The chapters do not need to be read in any particular order, though the ordering of the chapters moves from the naming of social troubles, to showing how teaching, research, and theory ask us to take a more active role in recognizing and acknowledging the prevalence of these issues, and then theorizing ways to engage the wounds.

CONTENTS: Introduction. **PART I: TESTIMONY: WITNESSING, EXPOSING, AND REVEALING INJUSTICES.**

Reflection: Vignettes, *Sarah Taylor Cook*. Toward a Practice of Status Treason: White Teacher Educators as Accomplices, *Ann Mogush Mason*. Violence, Horror, and the Visual Image: How Teachers Speak About the Difference Between the Use of Photographs of War and Photographs of Lynching, *Brian C. Gibbs*. Charting the Future: Policing and Surveillance in School Safety Discourse, *Timothy C. Wells*. Moral Education in Troubled Times: Insights from Barad, Levinas, and Baumann, *Sijin Yan, Peter Scaramuzzo, Michael Clough, and Patrick Slattery*. Reflection: Behold Untold, *Diana Wandix-White*. Somewhere on the Road to Damascus, *Brian Gibbs*. living in school, *Samuel Tanner*. Be careful what you wish for, *Sarra J. Grubb*. **PART II: RECOGNITION: ACKNOWLEDGING AND RETHINKING THROUGH PRAXIS.** Reflection: Moving From Activities to Activist, *Amy Shema*. Creating Force Field: Rethinking Uses and Consequences of Anti-Oppressive Pedagogical Activities, *Pauli Badenhorst*. White Teacher Educators, Black Teacher Candidates, and African American Language: Ideating Paradoxical Readings of African American Language in Teacher Education, *Laura A. Taylor and Zachary A. Casey*. We Can Theorize in a Classroom All Day, but Nothing Beats Experiencing the Real Thing: Experiential Learning in Preservice Preparation, *Tiffany Karalis Noel*. Transformative Pedagogies in Multicultural Education: Teaching Sensitive Topics in Troubled Times, *Michael Takafor Ndemanu and Camea L. Davis*. Our Stories As Curriculum: Queering Autoethnography, Curriculum Development, and Research, *Michelle L. Knaier*. Reflection: Teaching and Writing as Activism: Can Scholars Be Too Literal in Post-Truth Trumplandia? *P. L. Thomas*. The Woman of La Mancha (Central High School), *Brian Gibbs*. **PART III: THE WOUNDS: HEALING OF SELF AND COMMUNITY.** Reflection: Creating a Gender-Inclusive Romance Language Classroom: Opportunities and Challenges, *Deborah J. Bennett and Simone Pilon*. Critical Hip-Hop: Pedagogy of the Populace, *Kevin W. Clinard*. Affective Sites of Public Pedagogy: Arts-Based Approaches to Pedagogy for Privileged Learners, *Shalin Lena Raye*. Change in the Blink of a Queer Eye: Exploring Recent Shifts in LGBTQ+ Representation, Agency, and Intersectionality in Pop Culture, *Cole Reilly*. Concentric Circles of Curriculum and Pedagogy: Story Circles, Dialogue, and Complicated Conversations, *Krystal A. Yañez Medrano and Laura*

Jewett. On Activism, *Camea Davis*. About the Contributors.



Critical Intersections In Contemporary Curriculum & Pedagogy

Laura Jewett, University of Texas Rio Grande Valley; Freyca Calderon-Berumen, Pennsylvania State University; Miryam Espinosa-Dulanto, University of Texas Rio Grande Valley

2018. Paperback 978-1-64113-423-1 \$45.99. Hardcover 978-1-64113-424-8 \$85.99. eBook 978-1-64113-425-5 \$74.

This volume offers a collection of scholarship that extends curricular conversations, crosses borders of praxis, and expands democratic, critical and aesthetic imaginaries toward the ends of lending momentum to the ever-present and wide-open question: What is to be done— in terms of curriculum and pedagogy— in P-12 schools, in teacher education and other higher education contexts, in communities, as well as within our own lives as teachers, leaders and learners? These chapters represent perspectives from curriculum workers/teachers/scholars/activists across theoretical landscapes and spanning a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture and curriculum as well as to social justice, schools and society.

CONTENTS: SECTION I: NURTURING CRITICAL CONVERSATIONS OF CURRICULUM AND PEDAGOGY.

Disrupting Teacher Education: The Rise Of Independent Teacher Credentialing Programs, *Kris Sloan*. Daylight Nightmare: A Contending Pressure To Defend And Negotiate Canadian-Muslim Identity On The School Landscape, *Momina Khan*. Centering The Voices Of Teacher Candidates Of Color To Inform Racially-Just Educational Spaces, *Robbie Burnett and Beth Beschorner*. Decolonization: A Metaphorical Conundrum, *Manisha Sharma*. Teaching Black Social Movements Through #Blacklivesmatter: Twitter As A Lab, Knowledge Bank, And Field, *Kevin Winstead, and Wendy Marie Laybourn*. Challenges And Possibilities Of Intersectionality In The Education Of English Language Learners, *Rachel Grant and Gertrude Tinker Sachs*. Dying White People In Dead White Schools, *Samuel Jaye Tanner*. **SECTION II: FOSTERING PEDAGOGICAL BORDER CROSSINGS AND CRITICAL CURRICULUM IMAGINARIES.** Educational Change And The Participation Of Families In Schools From A Critical Intercultural Approach: The Case Of Spain, *Inmaculada Antolínez-Domínguez, Esther Márquez-Lepe, and María García-Cano Torrico*. Las Traviesas: Critical Feminist Educators In Their Struggle For Critical Teaching, *Brian Gibbs*. English Teachers' Narratives In The Midst Of Sacred Curriculum Stories, *Candace Schlein, Sara Crump, and Christa Wenger*. Preservice Teachers' Exploration Of Imaginary Futures: Using A Novel To Cross Borders Of Space, Time, And Matter In A Multicultural Education Course, *Tammy Mills and Rebecca Buchanan*. It Takes A Nation Of Millions: How To Freestyle A Hip Hop Curriculum, *Frederick W. Gooding Jr. and T. Mark Montoya*. Social Justice In Service-Learning And Community Engagement: A Conversation About Meanings, Practices, And Possibilities, *Leslie Garvin, Patricia Bricker, Margaret M. Commins, Spoma Jovanovic, Kelly Misiak, Lane Perry, Sarah E. Stanlick, Elizabeth Wall-Bassett, Catherine Wright, and Patti H. Clayton*. A Currere Of Maintaining Mental Health As An Administrator Through A Reflective-Practice, Arts-Based Inquiry, *Joe Norris*. **SECTION III: EMBODYING**

POSSIBILITIES IN LIVING CURRICULUM. Embracing Complexities, Contradictions And Plurality: Three Voices From A Hispanic-Serving Institution At The Frontera, *Karin A. Lewis, Miryam Espinosa-Dulanto, and Vejoya Viren*. Criando Y Creando: Latina Mothers In Academia, *Freyca Calderon-Berumen and Karla O'donald*. Faraway Eyes: A Lived Curriculum Of Daughter Care, *Laura M. Jewett and Zulema Williams*. Identity, Fluidity, Empowerment, And Engendered Poverty: Performing A Veteran-Latina-Online-Graduate Student, *Maricela Burns*. Sober Awakening: Transcending The Paralysis Of Perfection Through A Practice Of Acceptance, *Sarah K. Mackenzie-Dawson*. Unquiet Complexion, *Eva Rose B. Washburn-Repollo*. Not A War Zone, *Sarra Grubb*.



Collective Unravelings of the Hegemonic Web

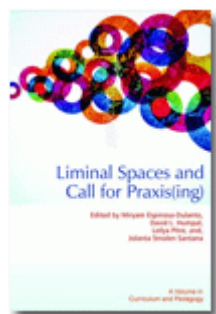
Becky L. Noël Smith, University of Alabama; Katherine Becker, Lakehead University, Orillia; Libbi R. Miller, California State University, Fresno; Natasha S. Reid, University of Arizona; Michele D. Sorensen, University of Regina

2014. Paperback 9781623967772 \$45.99. Hardcover 9781623967789 \$85.99. eBook 9781623967796 \$74.

Collective Unravelings of the Hegemonic Web represents the culmination of work that emerged from 2013 Curriculum & Pedagogy annual conference. The notion of the hegemonic web is the defining theme of the volume. In this collection,

authors struggle to unravel and take apart pieces of the complex web that are so deeply embedded into normative ways of thinking, being and making meaning. They also grapple with understanding the role that hegemony plays and the influence that it has on identity, curriculum, teaching and learning. Finally, scholars included in this volume describe their efforts to engage and undergo counter-hegemonic movements by sharing their stories and struggles.

CONTENTS: The James T. Sears Award. Foreword: On Hegemony - Peril or Promise? *Jessica A. Heybach*. Introduction: Our Gracious Nod to New Orleans. Poem: Bad Collective Memory: Reflections On New Orleans, November 2013 Curriculum And Pedagogy Conference, *Brad Walkenhorst*. **SECTION 1: UNRAVELING.** "The Black Atlantic": Reconceptualizing The "South" As An Afro-Franco-Creole Space, *Petra Munro Hendry*. Social Reproduction and Teacher Education, *Elizabeth Deuermeyer*. Writing Student Affairs: Discursive Shifts and the Challenges of Holistic Education on American College Campuses, *Paul Eaton*. Why Experience Matters: Legal Pedagogy, Positionality, and the Human Rights Curriculum, *Sujata Gadkar-Wilcox*. A Curricular Exploration of The Boondocks for Art Education: A Critical Race Pedagogy of Identity in Black Visual Culture Part II, *Alphonso Walter Grant*. Exploring Complex Learning Systems through the Plays of William Shakespeare, *Danielle Klein*. **SECTION 2: UNDERSTANDING.** The Haunted Curriculum: Memory, Pedagogy, Trauma, *Jessica Baker Kee*. Unraveling the Tangled Threads of Memory as Praxis: Empowering Hispanic Teacher Candidates to Teach in the Twenty-first Century and (Re)Discovering My Self, *Diana H. Cortez-Castro*. Troubling "Family": How Primary Grade Teachers Negotiate Hegemonic Discourses of Family, *Amy Shema*. Creating Space for Students, *Daniel Becker*. **SECTION 3: UNDERGOING.** Making Spaces for Community in the Curriculum: Broadening Boundaries to Understand Our Place in the World, *Sharon Peck*. The Juxtaposition of Aesthetic Reading, Digital Literacies and the Common Core, *Heather Rogers Haverback*. Restructuring Schools within Societal Confines, *Denise Gordon, Tamara Choate, Julie Fisher, and Martha Sullivan*. Reclaiming Teacher Resistance: A Call for Principled Resistance in a Democracy, *Jocelyn Weeda*. Critical Resistance to Teach For America: Challenging Power, Privilege, and White Supremacy, *Stephanie Anders, Ashana Bigard, Ruth Idakula, Kerry Kretchmar, Hannah Price, Rebecca Radding, Hannah Sadtler, and Beth Sondel*. Imagining Alternatives to Education Reform: The Save Our Schools Campaign For Artful Resistance, *Morna McDermott and Becky L. Noël Smith*.



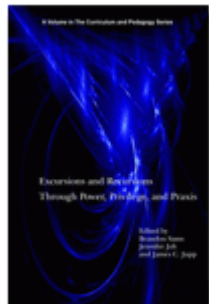
Liminal Spaces and Call for Praxis(ing)

Miryam Espinosa-Dulanto, Valdosta State University; David L. Humpal, Independent Researcher; Leilya Pitre, Louisiana State University; Jolanta Smolen Santana, Oregon State University

2013. Paperback 9781623964245 \$45.99. Hardcover 9781623964252 \$85.99. eBook 9781623964269 \$74.

Liminal Spaces and Call for Praxis(ing) follows the theme of the Curriculum & Pedagogy conference that highlighted issues of power, privilege, and supremacy across timelines and borders. This volume comprises of an interconnected mosaic of theoretical research and praxis. Facing the current and future challenges of corporatization of education, it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy. This volume includes works of those scholars who identified or worked with communities of color and/or who drew on the activist and intellectual traditions of peoples of color, third world feminism, indigenous liberation/sovereignty, civil rights, and anticolonial movements.

CONTENTS: The James T. Sears Award. Foreword: An Interview With Dan Marshall, *Dan Marshall*. **PART I: BRAIDING TIMELINES AND SPACES.** Introduction by David Humpal. Punk Rock Pedagogy and Transcending Invisible Borders: Dismantling Power, Privilege, and White Supremacy in an Online Environment, *Jennifer L. Martin*. Paulo Freire, bell hooks, and Tupac Shakur?: Examining Critical/Engaged Pedagogy Using a Hip-Hop Worldview, *Kevin Joseph*. A Curricular Exploration of The Boondocks for Art Education: A Philosophical Interpretation of Black Visual Culture Through the Critical Lens of Double Consciousness, *Alphonso Walter Grant*. A Search for an Alternative Curriculum and Pedagogy: The Case of the Village Institutes, *Nuran Aytemur Sagioglu*. Tattoos of a Mexican-U.S. Border Region: Liberating Hidden Curriculum as Public Pedagogy, *Daniel Ricardo Aguilar, Jr.*, **PART II: POWER STRUGGLES WITH/IN PRAXIS QUILTING.** Introduction by Leilya Pitre. "Don't Let Your Babies Grow Up to Be Teachers": Continuing the Work of Teacher Education and Curriculum Studies in the Current Educational Climate, *Jennifer Job*. The Common Core Standards Initiative: Implications for Marginalized Students' Success, *Carolyn Roberts Taylor*. We Are Careful Not to Make Too Much Noise: An Infomercial Disruption, *Amy Albert Bloom*. Eighth Graders Opinions on Diversity Within the Science Classroom, *Denise Gordon*. Digging, and Other Thoughtful Interventions, *Brandon Sams*. **PART III: STITCHING/MENDING CURRICULAR "SPACES".** Introduction by Miryam Espinosa-Dulanto and Jolanta Smolen Santana? The Complexity of Identity (Re)(De)Construction, *Freyca Calderon, Karla O'Donald, and Sherrie Reynolds*. A Curricular Event-Encounter in the Borderspace(s) of the Matrixial, *Barbara Bickel and Medwyn McConachy*. With/In the Garden: An In-Between Space of Togetherness and Dis/ Location, *Nikki Rotas*. *The Curriculum That Care Forgot*, *Laura M. Jewett and Jolanta Smolen*



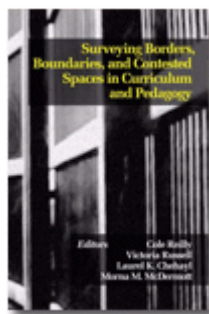
Excursions and Recursions Through Power, Privilege, and Praxis

Brandon Sams, University of North Carolina; Jennifer Job, University of North Carolina; James C. Jupp, Georgis Southern University

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The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group, an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society. Accordingly, the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction, educational empowerment, individual and collectivized agency, and social justice. The purpose of the series is to create and nurture democratic spaces in education, an aspect of educational thought that is frequently lacking in the extant literature, often jettisoned via efforts to de-politicize the study of education. Rather than ignore these conversations, this series offers the capacity for educational renewal and social change through scholarly research, arts-based projects, social action, academic enrichment, and community engagement. Authors will evidence their commitment to the principles of democracy, transparency, agency, multicultural inclusion, ethnic diversity, gender and sexuality equity, economic justice, and international cooperation. Furthermore, these authors will contribute to the development of deeper critical insights into the historical, political, aesthetic, cultural, and institutional subtexts and contexts of curriculum that impact educational practices. Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices, this book series brings together prose, poetry, and visual artistry from teachers, professors, graduate students, early childhood leaders, school administrators, curriculum workers and planners, museum and agency directors, curators, artists, and various under-represented groups in projects that interrogate curriculum and pedagogical theories.

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Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy

Cole Reilly, Towson University; Victoria Russell, Towson University; Laurel K. Chehayl, Monmouth University; Morna M. McDermott, Towson University

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